



**Dufferin-Peel Catholic District School Board**



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**Parish**  
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**Parish Priest**  
Fr. Mark Villaneuva

Parish Telephone  
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## School Plan for Sustained and Continuous Improvement 2008 - 2010

### St. Joan of Arc Catholic Secondary School

3801 Thomas Street  
Mississauga, L5M 7G2

<http://www.dpcdsb.org/joana>



*Mission Statement*

St. Joan of Arc Catholic Secondary School  
Est. 2004

The mission of the St. Joan of Arc Catholic Secondary School community is to:

- Be a faith-centered, inviting, interactive, collaborative, safe community dedicated to excellence in teaching and learning
- Communicate and model a Catholic Faith that gives witness to the teachings of Jesus Christ
- Commit to ensuring students establish a personal connection to the school
- Encourage students to develop values, skills, and confidence necessary in becoming life long learners
- Embody enthusiasm, pride, and respect as individuals and as members of a larger diverse community.
- Value the contribution of students, staff, parents, the parish, and community at large

As a teenager, St. Joan of Arc exemplified incredible courage, spirit, commitment, and confidence in her faith and in her actions. These characteristics are reflected in words spoken by St. Joan of Arc “I fear nothing, for God is with me,” and, in our school motto:

**COURAGE TO BELIEVE**

**Our School**

St. Joan of Arc CSS is a recently established school located in the Churchill Meadows community in Mississauga. St. Joan of Arc Catholic Secondary School is named after a person of incredible courage and confidence in her faith. As a school community, we continually strive to intentionally identify our own reality – one that strives to embody her spirit and the values and teachings of Jesus Christ and our Catholic Tradition.

The population of SJA has continued to grow to approximately 1256 students and is reflective of the socio-economic mix and diverse ethnic backgrounds of the citizens of the City of Mississauga. The Churchill Meadows community continues to experience a high volume of residential development resulting in ongoing registrations. Mississauga Transit has established permanent transportation routes this year for the members of the SJA community. St. Joan of Arc was established in 2004 to support parents in the community in providing a safe and inviting learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school.

As our school population grows, we strive to offer a balanced religious, academic, and arts and technology program, which will provide students with a well-rounded education that will meet the requirements of their post-secondary destination. Pathways will be established in consultation with students, parents, teachers, administrators, and chaplain. The curriculum planned and provided in the school is developing and will be relevant to the needs and aspirations of all students in the school. A range of subjects and learning experiences are offered in order to develop the skills, abilities, and talents of individual students. Student success is measured in a variety of methods utilizing standardized assessment and evaluation procedures.

This year, we will continue to implement the following initiatives: literacy skills development, math literacy development, student success initiatives, character education formation through the virtues program, diversity initiatives, and bullying prevention and harassment practices. We will continue to ensure the infusion of Gospel values in all areas of the curriculum and social action and justice initiatives, promote and celebrate the many accomplishments of students in all aspects of student life, and assist students to successfully demonstrate the skills and knowledge necessary for lifelong learning and participation in society.

In its simplicity our school motto: “Courage to believe” both challenges and calls us to integrate our faith reality into all that we are and do.

**Measures of Student Achievement and Success**

All students in the Dufferin-Peel Catholic District School Board schools are provided with the same opportunities to learn, to grow and to achieve their potential. Assessment results ensure that schools, parents and other stakeholders in our communities have access to high-quality information needed to make informed judgments and effective educational decisions. Schools continuously collect assessment data on student learning to plan for student growth. Teachers assess knowledge, skills and strategies on an ongoing basis. Regular assessments, both classroom and large scale, allow teachers to determine the effectiveness of their instruction, assess student learning, and make informed decisions about how to organize and pace instruction.

**Provincial Measures of Student Achievement**

The Grades 3 and 6 Assessments of Reading, Writing and Mathematics are conducted annually by the Education Quality and Accountability Office (EQAO) in every publicly funded elementary school in Ontario. The assessments are based on *The Ontario Curriculum, Grades 1-8* and measure how well students know, understand and apply their skills and knowledge in reading, writing and mathematics for decision-making and problem solving. The provincial assessments provide a ‘snapshot in time’ of how well students are learning what is expected of them in the curriculum, and identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is marked according to four levels of achievement, which are based on the curriculum expectations and are aligned with those in the Ontario Student Report Card. Level 3 on the assessment scale represents the expected standard and identifies a high level of achievement of the provincial expectations. The results from the assessments are used by boards and schools to improve learning and teaching and not for ranking schools. ***Ranking of schools provides misleading comparisons, which ignore the unique conditions that affect student achievement and prevents schools and the board from addressing the critical issue of improving learning for all students.***

**School, Board and Provincial Achievement Results: 2008 - 2009**

SJA results on the EQAO Gr. 9 Assessment of Mathematics and the OSSLT indicate that we experienced a performance dip in our results for Gr. 9 Mathematics, but showed continued improvement in our OSSLT score. Our Gr. 9 Mathematics results, while still above the Board and Provincial averages at the Academic level, did drop slightly, this drop was also seen at the applied level. The OSSLT results have exceeded the results from the previous year as well as exceeding both the Provincial and Board averages. We will strive to continue to improve in all areas this year.

Percent of students, enrolled in the grade (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

OSSLT 08 – 09	School	Board	Province
All	315	7 597	<b>142 394</b>
Successful	89%	88%	<b>85%</b>
<b>Not Successful</b>	<b>11%</b>	<b>12%</b>	<b>15%</b>

*School Plan for Sustained and Continuous Improvement, 2008 - 2010*

Percent of students, enrolled in the grade 9 Mathematics (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

	<b>Applied</b> (All Students) Levels 3,4	<b>Academic</b> (All Students) Levels 3,4
<b>Grade 9 EQAO Mathematics Test</b>		
<b>School</b>	<b>34%</b>	<b>81%</b>
Board	<b>35%</b>	<b>76%</b>
Province	<b>38%</b>	<b>77%</b>

**St. Joan of Arc Catholic Secondary School  
Planning for Sustained and Continuous Improvement**

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p style="text-align: center;"><b>Catholicity</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to enhance the faith formation of all community members (staff, student, trustees, parents) by strengthening the partnership of home, parish and school.</i></p> <ul style="list-style-type: none"> <li>• Continue opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</li> <li>• Expand work on equity and diversity by focusing on hiring and promotion practices, professional and staff development, and curriculum development and learning resources, so that all feel valued as part of the fabric of our diverse community.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote and communicate that students fully participate in four religious education credits and experience an enriching retreat program</li> <li>• Work with City Partner – Churchill Meadows Library staff to build-up library collections of age-appropriate materials that include biblical/faith stories and imagery</li> <li>• Work closely with Feeder schools and continue have SJA leaders run Confirmation retreats</li> <li>• Structure retreat program to be aligned with homeroom classes to include all teachers of all subject areas in students retreat program</li> <li>• Grade 9 retreat structured to be a one whole school initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of programs and activities as identified in Pastoral Plan</li> <li>• Promotion and inclusion of Virtues character education and program</li> <li>• Celebrations identified in school newsletter and in school calendar</li> <li>• Use readings at morning announcements, classroom, or as part of school liturgies.</li> <li>• Daily reflections which promote the dignity of the God and all persons, and promote Catholic values</li> <li>• Participation in Faith Ambassador programs by staff</li> <li>• The community partner-school, parish and home meet regularly to witness the inclusion of all members in building Catholic community (e.g., Family School Council</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from Chaplaincy team, student chaplaincy leaders, VOICE, School Council, staff, admin</li> <li>• Commitment and involvement level of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Date 2010</li> <li>• Ongoing feedback will inform the school’s planning for next steps</li> </ul>

*School Plan for Sustained and Continuous Improvement, 2008 - 2010*

<ul style="list-style-type: none"> <li>• Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan in cooperation with St. Josephine Bakhita Parish, school Masses and liturgical celebrations</li> <li>• Invite the school community to celebrations.</li> <li>• Support the school Ambassadors program and their various faith activities</li> <li>• Participate in initiatives of stewardship and social justice that are responsive to local and global needs within our Catholic perspective</li> <li>• Share and integrate our faith stories will within the fulsome daily learning experiences</li> </ul>	<p>Meeting, parent School Council events, parish events, etc.</p> <ul style="list-style-type: none"> <li>• Teachers using the language of Catholicity in problem-solving, conflict resolution &amp; curriculum</li> <li>• Student and teachers coming together for prayer</li> <li>• Students demonstrating conflict resolution skills which demonstrate dignity and respect for the individual</li> <li>• Students participating in the outreach and social justice programs</li> <li>• Students of non-Catholic background able to articulate Catholic values and viewpoint</li> <li>• Contributing to social justice and outreach program, ie: Dr. Simone's Warehouse, St. Vincent de Paul, etc.</li> </ul>		
<p style="text-align: center;"><b>Community Development</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to strengthen community relationships in an effort to sustain confidence in our commitment to improving support for student learning.</i></p> <p>* Initiate a working relationship with the "Harmony Movement"</p> <p>*Continue Progressive Discipline Policy initiatives to</p> <p>* Continue comprehensive approach to bullying prevention</p> <p>*school/community/home/parish involvement, with virtue formation as a central element to be embedded in curriculum</p>	<ul style="list-style-type: none"> <li>• Survey a cross section of students to establish if there is a need to change the focus and direction of the SCISCC.</li> <li>• Virtues Speaker Series (Monthly)</li> <li>• Continue Student Certificate Program with Harmony Movement</li> <li>• Spring Symposium on Bully Prevention</li> <li>• Initiate Cyber Bullying Initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Improve culture to focus on inclusive school environment</li> <li>• Build strong community within school amongst students and staff</li> <li>• Provide access to appropriate supports and resources</li> <li>• Reduced number of conflicts</li> <li>• Increased student sense of safety</li> </ul>	<ul style="list-style-type: none"> <li>• Increased involvement in school teams, clubs, and activities</li> <li>• Positive attitude toward resolving conflicts</li> <li>• Informal feedback</li> <li>• suspension data / incident tracking data</li> <li>• Safe Schools Survey</li> </ul>	<ul style="list-style-type: none"> <li>• January 2010</li> <li>• June 2010</li> </ul>

*School Plan for Sustained and Continuous Improvement, 2008 - 2010*

and school culture, and with evidence-based objectives formulated from data/evidence collected via a school climate survey				
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<p><b>Excellence in Student Achievement</b></p> <p><i>The goal of the Dufferin-Peel Catholic community, within the context of the Catholic Graduate Expectations, is to continue to establish and nurture the conditions needed to advance high levels of student achievement, and narrow the gap in student achievement so that all students can grow in their journey to know God and ultimately transform the world around them.</i></p> <p>To maintain and improve OSSLT results for first-time eligible students and previously eligible students.</p> <p>To incorporate differentiated instruction in all grade 9 and 10 courses.</p> <ul style="list-style-type: none"> <li>• Expand and deepen the implementation of high quality literacy and numeracy practices and achievement in all schools as a focus for all grade 9 and 10 courses</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of system and school data; Identification of in-school participants.</li> <li>• Implement specific resource materials created by SJA Lit Committee Create class sets of resources.</li> <li>• Examine EQAO Grade 9 Mock results to identify specific areas of focus. Survey grade 10 and grade 11 teachers for level 3 and below student list. D.I.M.V. O.S.G. (Direct, Indirect, Making, Connections, Organization Vocabulary, Syntax, Graphics) as framework for all questions short answer or multiple choice. Implementation of literacy resource designed by Literacy Committee</li> <li>• Growing Success; question types and format, use of EQAO rubrics and OCA rubric across curriculum areas in Grade 9 and 10, Literacy for Learning;</li> <li>• March review package for all teachers of Grade 10 courses.</li> <li>• Grade 10 student prep assembly for OSSLT and P.E. student separate assembly.</li> <li>• Improve student achievement on grade 9 Applied EQAO assessment of mathematics, through the expansion of implementation DI strategies that engage students throughout the learning process. (Refer to Smart Goal)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of OSSLT literacy skill sets in all subject areas in Grade 10 specifically in area of assessment both formative and summative.</li> <li>• Increased and consistent use D.I.M.V.O.S.G. template across the subject areas as identified by Literacy team.Examine trends in open response data from EQAO IIR</li> <li>• Consistent and ongoing use of high-yield instructional strategies.</li> <li>• Teachers implementing DI strategies into their lessons.</li> <li>• Move Level 2 students to Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of:             <ul style="list-style-type: none"> <li>• Credit Accumulation Data – Gr. 9 &amp;10</li> <li>• Pass rates in Gr. 9 &amp; 10 compulsory courses</li> <li>• Use of Trillium/Skopus data warehouse to monitor student achievement data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• October 2009</li> <li>• February 2010</li> <li>• June 2010</li> </ul>
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<p><b>Financial Accountability and Transparency</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to continue to comply with board policies and best practices in the areas of fiscal responsibility, accountability, and transparency.</i></p>	<ul style="list-style-type: none"> <li>Align budget to school goals</li> <li>Work closely with Finance Department &amp; the Head Secretary who is responsible for accounting of Board Funds and School Based Funds</li> <li>Work closely with Department Heads to define needs and allocate resources in an equitable manner</li> <li>Work with Student Council, Yearbook, and all student clubs to define needs and to support in creating budget priorities</li> <li>Work closely with Athletic teams and clubs to identify budgetary needs and set priorities</li> <li>Support and implement the changes in policies and procedures by the Board which reflect efficiency and accountability</li> <li>Continue to support efficient and effective work associated with managing supply teacher budget line</li> </ul>	<ul style="list-style-type: none"> <li>a budget which demonstrates that student achievement is a priority</li> <li>monthly reviews which indicate expenditures are aligned to achieving a balanced budget</li> </ul>	<ul style="list-style-type: none"> <li>Use Principal created budget spreadsheet to monitor and track expenditures</li> <li>Use i-Ren reports to monitor and track school budgets</li> </ul>	<ul style="list-style-type: none"> <li>Verify at end of each month, ie: September 30<sup>th</sup>, October 30<sup>th</sup>, etc.....through to August 30<sup>th</sup>.</li> </ul>
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School Plan for Sustained and Continuous Improvement, 2008 - 2010

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			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p><b>Student Enrolment Impact</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to develop proactive strategies to address the impact of changes in student enrolment and its impact on staff, students, and our Catholic community through all practices of the Board including Human Resources, Employee Relations, Budget, Planning, Etc., in a manner that will ensure sustainable balanced budgets in the future.</i></p>				
<ul style="list-style-type: none"> <li>• Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment.</li> </ul>				
<ul style="list-style-type: none"> <li>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic registers reflect accurate classroom enrolments</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment registers align with Ministry guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>